



"Factors Affecting The English Learning as Second Language: The Indian Socio-linguistic Context"

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* Dr. Anamika Sharma ** Ms. Sheena Sabharwal

* Principal ** Asst. Professor M R College of Education, Faridabad

A B S T R A C T

Language is usually thought of as a means of communication. It has been found that language is a peculiar, unique phenomenon that man uses to communicate with one another. Since languages are arbitrary symbols, they have no intrinsic, natural or inevitable meaning embodied in them.

Key Words 1. *Socio-Linguistic context: The study of the effect of any and all aspects of society, including cultural norms, expectations, context, on the way language is used.* 2. *Language learning: Learning to use a language.*

Introduction

It Has Been Found That Language Is A Peculiar, Unique Phenomenon That Man Uses To Communicate With One another. Since languages are arbitrary symbols, they have no intrinsic, natural or inevitable meaning embodied in them. Language is not a natural phenomenon: it is a creation of man's social needs.

It is the only language used as a link language; that has even, for the first time, created pan-Indian literature symbolizing cultural and socio-political aspirations of Indians. English is a foreign language already known to India as well as it's a unifying force.

2. Objectives

- To assess the limits up to which pupil's socio-economic status can affect the learning of English as a second language at 10+2 level.
- To ascertain the extent to which the pupil's mother tongue background affects the learning of English as a second language at 10+2 level.
- To measure the extent to which the parental attitude affects the learning of English as a second language at 10+2 level.

3. Design

3.1 Method

Descriptive and Research Survey method

3.2 Sample

The sample of the study consists of 100 students, 5 concerned subject teachers along with 5 other teachers who taught them English at the senior secondary level in the schools of Faridabad district, as well as 15 parents.

3.3 Tools

Tools include Diagnostic test, Questionnaire, Interview schedule and an SES scale (Urban).

3.4 Statistical Techniques

T-test and chi-square test

4. Analysis And Interpretation Of Data

Chi-Square, the observed frequencies, circulated through median; were put in the chi-square table.

$$\chi^2 = \sum \frac{(fo - fe)^2}{fe}$$

T-test was another statistical device used

To find the final t-value, mean, standard deviation, standard error of difference was calculated for each

$$t_{obs} = \frac{D}{SED} = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\sigma M_1^2 + \sigma M_2^2}}$$

group: See Table 1

4.1 Interpretation of Data

It was found that the chi-square value was greater than the value found in the X2 table; 7.82 at 0.05 level and 11.34 at 0.01 levels.

See Table 2

5. Major Findings

- (1) There is no significant difference in learning difficulties and language performance of students belonging to different socio-economic status (SES) groups.
- (2) There is no significant difference in learning difficulties and language performance of students having different mother tongue (Hindi/Urdu) backgrounds.
- (3) There is no significant difference in learning difficulties and language performance of students whose parents have different attitudes towards learning of English.

6. Suggestions For Further Studies

1. A comparative study of aptitude and attitude in the learning of English as a second language.
2. Attitude, socio-economic status and language achievement.
3. A comparative study of errors committed by Hindi and Urdu medium students at secondary level.

Combined Median = 16

TEST PERFORMANCE (SES - GROUPS)			
Upper class Group (A)	Upper Middle Group (B)	Lower Middle Group (C)	Lower Class Group (D)
29	14	9	3
30	13	10	7
31	15	13	4
28	17	12	8
22	17	10	6
18	18	15	7
19	16	10	9
28	19	14	8
13	22	15	7
14	21	16	10
15	20	17	9
32	21	20	8
	16	19	8
	24	20	10
	28	18	9
	20	17	13
	27	21	14
	29	16	11
		23	17
		16	14
			15
			21
N = 12	N= 18	N= 20	N =22

CHI-SQUARE - TABLE

SOCIO-ECONOMIC STATUS

		Upper Class	Upper Middle	Lower Middle	Lower Class	Total
Diagnostic test Performance	Above Median	9 (6.16)	15 (9.25)	11 (10.25)	2 (11.30)	37
	Below Median	3 (5.8)	3 (8.8)	9 (9.7)	20 (10.7)	35
		12	18	20	22	72

$$\begin{aligned}
 fe &= &= & 6.16 &= & 5.8 \\
 fe &= &= & 9.25 &= & 8.8 \\
 fe &= &= & 10.27 &= & 9.7 \\
 fe &= &= & 11.37 &= & 10.7
 \end{aligned}$$

$$\begin{aligned}
 \chi^2 &= \sum \frac{(fo - fe)^2}{fe} \\
 &= 1.37 + 3.57 + 0.05 + 7.65 + 1.35 + 3.82 + 0.05 + 8.15 \\
 &= 25.87
 \end{aligned}$$

$$\begin{aligned}
 \text{Degree of freedom} &= (\text{rows} - 1) (\text{columns} - 1) \\
 &= (2-1) (4-1) \\
 &= 3
 \end{aligned}$$

Test Performance

English Medium Group		Hindi Medium Group	
Scores	X ²	Scores	X ²
31	156.25	28	201.64
30	132.25	25	124.44
28	90.25	23	82.64
28	90.25	21	51.84
26	56.25	18	17.64
25	42.25	17	10.24
25	42.25	16	4.84
23	20.25	15	1.44
23	20.25	15	1.44
22	12.25	14	0.04
22	12.25	14	0.04
21	6.25	13	0.64
21	6.25	12	3.24
20	2.25	12	3.24
19	0.25	12	7.84
19	0.25	11	7.84
18	0.25	11	7.84
18	0.25	11	14.40
17	2.25	10	46.24
17	2.25	10	77.4
17	2.25	10	116.64
16	6.25	7	
14	20.25	5	
14	20.25	3	
12	42.25		
11	56.25		
11	56.25		
81	10.25		
71	32.25		
51	82.25		
4	210.25		
N = 31	1527.5	N = 25	$\sum X^2 = 817.24$
$\bar{X}_1 = \frac{\sum X}{N}$ $= \frac{572}{31}$ = 18.5		$\sum \frac{X}{N} = \frac{572}{25}$ $\bar{X}_2 = 13.8$	

Standard Deviation (S.D.)

$$\begin{aligned}
 \sigma_1 &= \sqrt{\frac{\sum X^2}{N_1}} \\
 &= \sqrt{\frac{1527.5}{31}} \\
 &= 7.01 \\
 \sigma_2 &= \sqrt{\frac{817.24}{25}} \\
 &= 5.71 \\
 \sigma M_1 &= \frac{\sigma_1}{\sqrt{N_1}} = \frac{7.01}{\sqrt{31}} = 1.26 \\
 \sigma M_2 &= \frac{\sigma_2}{\sqrt{N_2}} = \frac{5.71}{\sqrt{25}} = 1.14 \\
 t_{obs} &= \frac{D}{SED} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\sigma M_1^2 + \sigma M_2^2}} \\
 &= \frac{18.5 - 13.8}{\sqrt{(1.26)^2 + (1.14)^2}} \\
 &= \frac{4.7}{1.69} = 2.78
 \end{aligned}$$

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